

POLS 394 Policing and Politics (#polimppol)

Fall 2018

Tue./Thu. 8:30a.m.¹

“BRING BACK OUR POLICE! . . . How can our great society tolerate the continued brutalization of its citizens by crazed misfits? Criminals must be told that their CIVIL LIBERTIES END WHEN AN ATTACK ON OUR SAFETY BEGINS!” - Donald J. Trump

“The criminals we incarcerate are not some alien enemy. Nor, for that matter are the police officers and prosecutors who seek to fight crime in those criminals’ neighborhoods. Neither side of this divide is ‘them.’ Both sides are us. Democracy and justice alike depend on getting that most basic principle of human relations right.”
- William A. Stuntz, *The Collapse of American Criminal Justice*

“Fuck tha police!” - N.W.A.

Instructor: Professor Owens, Ph.D. (Dr. MiLO - “my-low”) ²

Office Hours: By appointment for in-person meetings in Tarbutton 306, as well as Skype or FaceTime.

Email: michael.leo.owens@emory.edu Note: In support of Emory’s work-life balance efforts and maintenance of its Work-Life Seal of Distinction, Dr. MiLO does not read/reply to emails before 10:30am or after 5:00 pm on weekdays, and he neither reads nor replies to email on weekends.

COURSE’S DESCRIPTION

The course explores how politics influences the police and policing (e.g., “broken windows” policing and stop-and-frisk) and how the police and policing influence politics (e.g., rhetoric of political campaigns, protests in response to killings of civilians, etc.). The course covers how/why attitudes (e.g., trust, racial resentment, and conservatism) and behaviors of individuals and interest groups affect political choices by municipal, state, and federal policymakers regarding the police (e.g., racial

¹ “When night owls [including Dr. MiLO] are forced to rise early, their prefrontal cortex, which controls sophisticated thought processes and logical reasoning, remains in a disabled, or ‘offline,’ state... Like a cold engine in an early-morning start, it takes a long time before it warms up to operating temperature.” Source: Alex Williams, “[Maybe Your Sleep Problem Isn’t a Problem](#)” (2018).

² Professor/Dr. MiLO is Associate Professor of Political Science at Emory University. He regularly teaches the POLS seminar “Politics and Punishment.” He is conducting a number of projects about policing and politics, as well as completing a book on the restoration of political, social, and civil rights to ex-prisoners in the United States. A past president of the Urban Affairs Association, former member of the board of directors of Prison Policy Initiative, and former co-principal investigator for the Atlanta Reentry Mapping Project, Owens serves on the national advisory board of the Georgia Justice Project and the national advisory board of ForeverFamily and volunteers for the Youth Diversion Program of the DeKalb County Juvenile Court. Additionally, he is a small donor to those organizations, along with the Innocence Project and the Bronx Freedom Fund. Much of his recent research and scholarship focuses on the political behavior of formerly imprisoned people, the restoration of their political, civil, and social rights, and variation in compensation schemes for people wrongfully convicted and exonerated of crimes. Furthermore, his family includes active and retired police and correctional officers, correctional administrators, formerly imprisoned people, and people victimized by criminal acts.

diversity) and policing (e.g., police militarization). The course also explores how/why political choices by voters and municipal, state, and federal policymakers regarding the police and policing shape attitudes and behaviors of individuals and interests.

Given the subject matter, we will consider and discuss dimensions of racial inequality/equality and justice/injustice throughout the course. Although we will mainly focus on the United States, there will be comparative considerations and examples from abroad on the course's theme. In particular, we will consider police/policing, especially in relation to racial and ethnic politics, in Brazil, France, South Africa, and the United Kingdom.

Furthermore, the course will draw from empirical studies, primary documents, philosophical examinations, popular media, and contemporary events (e.g., "Ferguson") that illuminate the intersection of politics and policing.

There are no topical pre-requisites (e.g., urban politics or public policy) but the course is a research course. It assumes students can at least comprehend, discuss, and question basic elements of research design and empirical results, as well as construct and state hypotheses, collect data, and conduct elementary quantitative tests. Also, the course does NOT require the purchase of books.

PROFESSOR'S GOALS

- Provide students with a set of historical, theoretical, and empirical perspectives for understanding and critiquing the development, growth, and consequences of the police and policing, particularly in the United States;
- Introduce students to classic and contemporary scholarship on the police and policing;
- Explain the "need" for and challenges of the police as a political institution;
- Explore policing as a set of attitudes and behaviors that shape political attitudes and behaviors of elites and masses; and
- Contribute to the elective coursework that satisfies the undergraduate Political Science Major, the joint Major in Public Policy and Analysis, and/or the Minor in Community Building and Social Change.

HONOR CODE

The honor code -- <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html> -- is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide Professor Owens with an accommodation notification letter from the Access,

Disabilities Services and Resources office. Students are expected to give Professor Owens two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with Professor Owens as soon as your accommodations have been finalized.

By the way, Professor Owens has a disability. His hearing is profoundly impaired in his left ear, resulting from a hit and run when he was a child. By history and choice, he does not wear a hearing aid. He asks that students accommodate his impairment by always speaking up when asking a question or making comments during class and office hours.

COURSE'S READINGS

The readings for this course include book chapters, journal articles, and news stories. The course does NOT require students purchase or rent books. Some readings for the course are available directly from the Web via the links embedded in the syllabus. All other readings are available from the Canvas site for the course.

Purpose of Readings. Our readings will help us learn, discuss, reflect, and produce. But their purposes will vary. Some readings are intended to help students *survey general ideas and facts*. Such readings are intended for reading as a survey of main ideas, and it will be OK to skip portions of text without missing the larger ideas. Some readings are for deeper understanding, requiring us to *comprehend the meaning of each sentence in order to grasp the larger ideas*. And some readings are intended primarily to engage us, where we read to deliberately *draw inferences, raise questions, and evaluate arguments and approaches to confirming them*. Generally, I believe that our readings this semester fall largely into the first and third categories.

Text Difficulty (combination of levels). Generally, the readings contain what I assume will be new concepts for most readers in the course. Some readings will contain *some new concepts*, where readers will be unfamiliar with the meanings of some words and will not have enough background knowledge to immediately understand some of the ideas expressed. Other readings will contain *many new concepts*, where readers will be unfamiliar with the meanings of many words and will not have enough background knowledge to immediately understand most of the ideas expressed by the authors. The remainder will contain *almost no new concepts* and will be easy to digest by any reader.

Pages to Read per Session. Approximately 40–60 pages of reading is required before each session of the course. However, not all sessions of the course will require reading and generally the longest readings will be before Tuesday sessions.

Page Density of Readings (estimate). 450 words to 600 words: Typical of paperback pages, as well as the 6" x 9" pages of academic journal articles, along with typical pages from chapters of academic books.

SCHEDULE OF TOPICS/CLASSES³

³ The honor code -- <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html> -- is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move

Tuesday, September 4. Introduction

Ice breaker #1: Who's in the course? Categories - relative or friend of a cop, offender, victim; pro-police, anti-police; city, suburb, rural community resident; stopped by police as pedestrian, driver, cyclist; participated in a protest against police practices; conservative, moderate, liberal; future career in law enforcement; etc.

Ice breaker #2. Pair up with another student and briefly interview them. Why are they taking this course? What do they want to achieve in it? What, specifically, do they want to improve? What do they hope success in this course will help them achieve in the future?

Thursday, September 6. Context: Crime & the "System" of Criminal "Justice"

John Gramlich, "[5 Facts About Crime in the U.S.](#)," Pew Research Center (2017) [RAOI]

Bureau of Justice Statistics, "[The Justice System](#)," [Read All of It - RAOI]

The National Center for Victims of Crime, "[The Criminal Justice System](#)" [RAOI]

James S. Campbell et al., "The Nonsystem of Criminal Justice" from *Law and Order Reconsidered of the Task Force on Law and Law Enforcement to the Commission on the Causes and Prevention of Violence* (1969), pp. 265-284

Tuesday, September 11. Conventional Rationales for Police-Policing

Robert Reiner, *The Politics of the Police* (2010), pp. 3-8 and 16-17

James Q. Wilson, "The Patrolman" from *Varieties of Police Behavior: The Management of Law and Order in Eight Communities* (1968), pp. 18-34

Egon Bittner, "Popular Conceptions About the Character of Police Work" from *The Functions of the Police in Modern Society* (1970), pp. 6-13

William Bratton and George Kelling, "[Why We Need Broken Windows Policing](#)," *City Journal* (2015) [RAOI]

Thursday, September 13 Critical History of Police-Policing

Bryan Vila and Cynthia Morris, excerpts from *The Role of Police in American Society: A Documentary History* (1999), pp. 1-6, 8, 17-18, 23-28, 45-46, 54, 62-66, and 67-69

Alex Vitale, "The Police Are Not Here to Protect You" from *The End of Policing* (2017), pp. 34-50

Tuesday, September 18. Critical History of Police-Policing (continued)

Marilynn S. Johnson, "'The Clubbers and the Clubbed': Police Violence in the 19th Century" from *Street Justice: A History of Police Violence in New York City* (2003), pp. 12-41

Thursday, September 20. Critical Social Science re Police-Policing

Robert Reiner, *The Politics of the Police*, p. 19

you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Alex Vitale, “The Police Are Not Here to Protect You,” *The End of Policing* (2017), pp. 31–34 and pp. 50–54

Joe Soss and Vesla Weaver, “Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities,” *Annual Review of Political Science* (2017), pp. 566–584.

Tuesday, September 25. Demographics of the Police in the United States

Brian Reeves, “[Local Police Departments, 2013: Personnel, Policies, and Practices](#),” *Bureau of Justice Statistics Bulletin* (2015), pp. 1–16

Joseph Gustafson, “Diversity in Municipal Police Agencies: A National Examination of Minority Hiring and Promotion,” *Policing: An International Journal of Police Strategies & Management* (2013), pp. 719–736

Elaine B. Sharp, “Minority Representation and Order Maintenance Policing: Toward a Contingent View,” *Social Science Quarterly* (2014), pp. 1155–1157 and 1163–1166

Note: Response Paper #1 due. Review Governing’s “[Police Department Race and Ethnicity Demographic Data](#)” page. Find your hometown’s police department (or a police department near your hometown or a police department in a favorite U.S. city of yours) by clicking “Select Police Agency.” Then pick another police department. How do the departments compare regarding “diversity”? How do the results match or contradict the findings from our readings above? What, if anything, did you think regarding your findings about the police department’s demographics? Using the Gustafson reading, identify one or two actions you believe the police agencies could take to make their forces more diverse.

Thursday, September 27. Police Size and Strength

Jason T. Carmichael and Stephanie L. Kent, “[The Persistent Significance of Racial and Economic Inequality on the Size of Municipal Police Forces in the United States, 1980–2010](#),” *Social Problems* (2014), pp. 259–275

Brenden Beck and Adam Goldstein, “[Governing Through Police? Housing Market Reliance, Welfare Retrenchment, and Police Budgeting in an Era of Declining Crime](#),” *Social Forces* (2017), pp. 1183–1201

Note: Response Paper #2 due. Visit Governing’s “Police Employment, Officers Per Capita Rates for U.S. Cities,” (2016) – <http://www.governing.com/gov-data/safety-justice/police-officers-per-capita-rates-employment-for-city-departments.html>. Pick two cities of your choice. Compare their rates of police officers per capita. Reflect on the rates and differences by connecting your findings to one of the empirical readings (i.e., either the Carmichael and Kent reading or the Beck and Goldstein reading). That is, what may account for the rates and the differences between the cities’ rates? It is OK to speculate.

Tuesday, October 2. Public Perceptions of Police & Policing (Note: All students must have a confirmed proposal topic by October 2.)

Gallup, “[Confidence in Police Back at Historical Average](#),” pp. 1–4

Emily Ekins (Cato Institute), "[Overview](#)" from *Policing in America: Understanding Public Attitudes Towards the Police - Results from a National Survey* (2016), pp. 1–8

Jon Hurwitz and Mark Peffley, "[Explaining the Great Racial Divide: Perceptions of Fairness in the U.S. Criminal Justice System](#)," *Journal of Politics* (2005): pp. 762–768

Nancy La Vigne, Jocelyn Fontaine, and Anamika Dwivedi, "[How Do People in High-Crime, Low-Income Communities View the Police?](#)," pp. 3–13

Thursday, October 4. Police Perceptions of Policing and the Public

Pew Research Center, "[2016 National Survey of Law Enforcement Officers](#)," pp. 1–18

Ryan Jerome LeCount, "More Black than Blue? Comparing the Racial Attitudes of Police to Citizens," *Sociological Forum* (2017), pp. 1–22

Tuesday, October 9. Fall Break

Thursday, October 11. Examination (Upload to our Canvas site no later than 9:45am)

Tuesday, October 16. Police Unions: The Mortar of the Bricks in the "Blue Wall"

Samuel Walker, "The Neglect of Police Unions: Exploring One of the Most Important Areas of American Policing," *Police Practice and Research* (2008), pp. 95–107

Ron deLord et al., *Police Union Power, Politics, and Confrontation in the 21st Century*, pp. 5–12, 95–114, 263–269

Campaign Zero, "[Police Union Contracts and Police Bill of Rights Analysis](#)," (2016), [RAOI]

Thursday, October 18. Pedestrian and Vehicle Stops as Politically-Sanctioned Practices

Claudia Rankine, excerpt from *Citizen: An American Lyric*, pp. 104–109

Topher Sanders, Kate Rabinowitz, and Benjamin Conarck, "[Walking While Black](#)," ProPublica (2017) [RAOI]

Sharon LaFraniere and Andrew W. Lehren, "[The Disproportionate Risks of Driving While Black](#)," *The New York Times* (2015) [RAOI]

Charles Epp, Steven Maynard-Moody, *Pulled Over: How Police Stops Define Race and Citizenship*, pp. 1–19, 64–73, and 100–113

Tuesday, October 23. Policing for Municipal Revenue

U.S. Department of Justice, *The Ferguson Report: Department of Justice Investigation of the Ferguson Police Department* (2015), pp. 27–37, 47–58, and 68–100

Michael Sances & Hye Young Yo, "Who Pays for Government? Descriptive Representation and Exploitative Revenue Sources," *Journal of Politics* (2017), pp. 1090–1094

Rebecca Goldstein, Michael W. Sances, and Hye Young You, "Exploitative Revenues, Law Enforcement, and the Quality of Government Service," *Urban Affairs Review* (2018), pp. 2–9 and 12–17

Kasey Henricks and Daina Cheyenne Harvey, "Not One but Many: Monetary Punishment and the Fergusons of America," *Sociological Forum* (2017), pp. 3–13 (Start reading after the heading "The

Mechanics of Monetary Punishment” and reading until the heading “Monetary Punishment and the Afterlife of White Supremacy”)

Thursday, October 25. Police Use of Force

Claudia Rankine, excerpt from *Citizen: An American Lyric*, pp. pp. 134–135

Justin Nix, Bradley A. Campbell, Edward H. Byers, Geoffrey P. Alpert, “A Bird’s Eye View of Civilians Killed by Police in 2015: Further Evidence of Implicit Bias,” *Criminology & Public Policy* (2016), pp. 3–21 (start reading from the “Literature Review”)

Eugene A. Paoline, Jacinta M. Gau, and William Terrill, “Race and the Police Use of Force Encounter in the United States,” *British Journal of Criminology* (2016), pp. 55–68 (start reading from the section “Societal divisions between black communities and police in the United States”)

Tuesday, October 30. Police Militarization of the Polis

Vincenzo Bove and Evelina Gavrilova, “[Police Officer on the Frontline or a Soldier? The Effect of Police Militarization on Crime](#),” *American Economic Journal: Economic Policy* (2017), pp. 1–7 and 11–14

Jonathan Mummolo, “[Militarization fails to enhance police safety or reduce crime but may harm police reputation](#),” *Proceedings of the National Academy of Sciences* (2018), pp. 1–6

Edward Lawson, “Police Militarization and the Use of Lethal Force,” *Political Research Quarterly* (2018), pp. 1–13

Note: Response Paper #3. Visit the Mapping Police Militarization Project’s “[1033 Program Usage by County](#).” Find your state and county of residence. If you’re not from the USA, pick any place that interests you. Record your findings. Then, think about the presence of “militarized” police officers. How does “militarized” policing make you feel when you see it? If you feel “nothing,” reflect on why that may be true. Identify one reason why you would favor “militarized” police in your hometown/community in regards to public safety. Also, identify two plausible ways that police militarization could (a) positively affect our political attitudes and behavior as citizens and denizens and (b) negatively affect our political attitudes and behavior as citizens and denizens.

Thursday, November 1. Does Descriptive Representation Influence Police and Policing?

Frank Baumgartner, Derek Epp, and Kelsey Shoub, “Black Political Power and Disparities in Policing,” from *Suspect Citizens: What 20 Million Traffic Stops Tell Us about Policing and Race* (2018), pp. 165–186

Sean Nicholson-Crotty, Jill Nicholson-Crotty, and Sergio Fernandez, “Will More Black Cops Matter? Officer Race and Police-Involved Homicides of Black Citizens,” *Public Administration Review* (2017), pp. 206–216

Holona Leanne Ochs, “The Politics of Inclusion: Black Political Incorporation and the Use of Lethal Force,” *Journal of Ethnicity in Criminal Justice* (2011), pp. 238–253

Note: Response Paper #4. Read the lyrics to “[Black and Blue](#)” and listen to the song “[Black and Blue](#)” by Brand Nubian. How does the song support or contradict the empirical findings of the above readings? Under what conditions might Black or Latino police officers

see themselves as cops first and Black and Latino second? Or see themselves as Black and Latino first and cops second? Why may some Black and Latino police officers be worse than some White police officers when enforcing the law?

Tuesday, November 6. Political Consequences of Non-Lethal Policing: Voting

Vesla Weaver and Amy Lerman, "[Political Consequences of the Carceral State](#)," *American Political Science Review* (2010), pp. 817-821 and 824-828

Ariel White, "[Misdemeanor Disenfranchisement? The Demobilizing Effects of Brief Jail Spells on Potential Voters](#)," unpublished paper (2018), pp. 3-14 and 22

Ayobami Laniyonu, "The Political Consequences of Policing: Evidence from New York City," *Political Behavior* (2018), pp. 2-10 and 12-23

Thursday, November 8. Political Consequences of Lethal and Non-Lethal Policing: Citizen-Initiated Contact

Matthew Desmond, Andrew V. Papachristos, and David S. Kirk, "[Police Violence and Citizen Crime Reporting in the Black Community](#)," *American Sociological Review* (2016): 857-867

Amy Lerman and Vesla Weaver, "[Staying out of Sight? Concentrated Policing and Local Political Action](#)," *The ANNALS of the American Academy of Political and Social Science* (2014): 1-12

Tuesday, November 13. Political Consequences of Policing: Attitudes Towards Protest

Vanessa Williamson, Kris-Stella Trump, and Katherine Levine Einstein, "Black Lives Matter: Evidence that Police-Caused Deaths Predict Protest Activity," *Perspectives on Politics* (2018), pp. 400-415

Heidi Reynolds-Stenson, "Protesting the Police: Anti-Police Brutality Claims as a Predictor of Police Repression of Protest," *Social Movement Studies* (2018): 48-63

Thursday, November 15. Comparative Police-Policing: Brazil, Canada, France, and the United Kingdom

Yanilda Gonzalez, "'What Citizens Can See of the State': Police and the Construction of Democratic Citizenship in Latin America," *Theoretical Criminology* (2017), pp. 494-497 and 499-505

Didier Fassin, *Enforcing Order: An Ethnography of Urban Policing* (2013) pp. ix-xxii, 1-12, 215-220

Monique Marks and Jennifer Wood, "South African Policing at a Crossroads: The Case for a 'Minimal' and 'Minimalist' Public Police," *Theoretical Criminology* (2010), pp. 312-323

Ayobami Laniyonu, "Police, Politics and Participation: The Effect of Police Exposure on Political Participation in the United Kingdom," *British Journal of Criminology* (2018), pp. 1232-1244

Tuesday, November 20. Mock Cover Letter Due! (Upload to our Canvas site no later than 9:45am)

Thursday, November 22. Thanksgiving Recess

Tuesday, November 27. Reforming Police-Policing – Why & How?

Alex Vitale, "The Limits of Police Reform," *The End of Policing* (2017), pp. 1-30

Tracey Meares, "[Policing: A Public Gone Bad](#)," *Boston Review* (2018), pp. 1–9

Ta-Nehisi Coates, "[The Myth of Police Reform: The Real Problem is the Belief that All Our Social Problems Can be Solved with Force](#)," *The Atlantic* (2015), pp. 1–4

Thursday, November 29. Presentations of Research Grant Proposals (Upload presentations to Canvas by 8:15am. This applies to all students, regardless of their official date of presentation.)

Tuesday, December 4. Presentations of Research Grant Proposals

Thursday, December 6. Spillover of Presentations, If Necessary. Submissions of Research Grant Proposals. (Upload to our Canvas site no later than 2:30pm)

Tuesday, December 11. Conclusions and Reflections

EVALUATION OF STUDENTS

1. **Engagement (5%).** Depending on the number of students enrolled in the course, lectures and/or discussion will drive our class sessions. Accordingly, Professor Owens requires active participation in every session. It involves asking pertinent questions, answering questions voluntarily, sharing relevant insights, and contributing to the general learning of peers. The requirements are that you will read closely, take notes on the materials, think critically about each assigned reading before coming to seminar, and arrive to the seminar with a set of questions and comments to contribute to our discussions. Quality of contributions to discussion and learning, which is subjective, will influence the engagement grade.

Additionally, our course will use Twitter (hashtag #polimppol) to share react to our readings, as well as any news stories, commentaries, and/or popular culture related to the course's theme and subjects. Tweets will count towards "contributions to discussion" and serve as a form of "class engagement." If you're active on Twitter, DEFINITELY follow the Marshall Project (@MarshallProj). Everything it tweets relates to the theme of our course.

2. **Response Papers (10%).** The course requires students to write and submit four response papers throughout the semester. The maximum length of response papers will be 500 words. Upload your papers to our Canvas site as Word documents, not PDFs. Include your name on every submission. Except for extreme circumstances (i.e., death in the family or severe illness), submissions after their due date will not be graded and count as a non-submission. Response papers will be evaluated using the check plus/check/check minus system. Students must submit four response papers on time or face a one increment reduction in their overall grade. The dates for submissions of response papers 9/25, 9/27, 10/30, and 11/1. Mark your calendars!
3. **Midterm Examination (20%).** There will be a short take-home examination testing your knowledge and understanding of the introductory material the course covers on the police as an institution.
4. **Mock Cover Letter for a Job (20%).** Towards semester's end, each student will complete a task to demonstrate how well they understand the scholarship of policing and politics that the course covered. The task requires each student to submit a mock cover letter for a job. Specifically, each student will apply for the fictional position of Junior Program Officer for Policing and Imprisonment at the Rudolpho S. Owens Foundation. In the cover letter, each student must (a) briefly describe the historical development of the police; explain how politics,

generally, inclusive of political attitudes and behaviors of individuals and institutions, shapes the police, policing, and imprisonment and vice versa; (c) explain why scholars focus “so much” on race and class when studying the police, policing, and imprisonment today; and (d) argue that the foundation should fund more political science research on the intersections of politics, police/policing, and criminal punishment via imprisonment. The cover letter will be no more than 1,000 words. Proper salutations and closings are required in the cover letter, along with 12-point Times New Roman font and double-spacing. Upload your cover letter to our Canvas site as a PDF.

5. Mock Research Grant Proposal (35%). Each student will pick a topic, independently learn about it, and draft a research proposal intended to convince a philanthropy to award you a grant to study a particular aspect of the topic. By October 11th students will have confirmed their topics with Dr. MiLO, chosen from the following list:

- Police-Policing in Majority Non-White Cities
- Gender and Police-Policing
- Community Control of Police (e.g., Civilian Review Boards)
- Policing Mental Illness
- Overpolicing-Underpolicing
- Bail Reform/Abolition
- Black Lives Matter
- Blue Lives Matter
- Police Unionism
- Civil Asset Forfeiture
- Civilian Oversight of the Police
- Comparative Policing or Imprisonment (i.e., pick a nation other than the USA or pick a set of nations)
- Wrongful Convictions due to Policing
- Police Involvement in Elections
- Criminal Record Expungement
- Descriptive Representation and Policing or Imprisonment
- Policing Marijuana
- Policing and the LGBTQ Community
- Policing & Disability
- Polarization and Policing
- Consolidations of Police Agencies
- Police in Elementary and Secondary Schools (“School-to-Prison Pipeline”)
- Police Militarization
- Police Abolition
- Police Reform (e.g., body cameras)
- Policing Immigration
- Private Police/Policing
- Racial Threat & Police Behavior
- Riots & Protest Against Brutal Policing
- Local Elections of Reformist Prosecutors
- Politics of Stand Your Ground Laws
- Vigilantes
- Politics of Asset Forfeiture
- Stop-and-Frisk
- “Nuisance” Policing

Then each student will use the resources of the Woodruff Library, the course, and Professor MiLO to craft and submit a mock grant proposal for an original research study related to their topic. Each proposal must include the basic rationale of the proposed research, the research question to be studied, a hypothesis to test, and a description of the data and methods one would expect to employ to complete the new study.

Additionally, proposals must explain the key research question and why it is important. That means, the proposal should start with a discussion of a research question (e.g., do police unions affect voter turnout by police officers?). It should go on to discuss why the question is important, as well as how it relates to our course this semester. In other words, the proposal must discuss how the proposed new research project would contribute to and extend our knowledge as political scientists and

citizens/denizens of the intersections of politics, police/policing, and criminal punishment via imprisonment broadly understood.

Furthermore, the contents of each grant proposal must include:

- a. an introduction of the research question (different from the hypothesis);
- b. a summary of academic literature related to the research question;
- c. one well-constructed hypothesis informed by the academic literature that would allow for investigating the relationships among a set of independent variables and a dependent variable;
- d. the research method(s) most suitable to answering the broader research question;
- e. an overview of any existing dataset that could be used to complete the proposed study;
- f. a brief summary of new data that the study could collect to complete the proposed project;
- g. and a bibliography.

Regarding the literature review, the proposal must describe the state of the scholarship related to the research question. That is, the proposal must contain a summary of the existing literature on the research question. This summary should include citations and references to the most important papers in the literature related to the research question. Moreover, literature reviews must explicitly draw from at least five peer-reviewed articles and one book. Students may use relevant works from the course's syllabus.

Each proposal will be a maximum of 3,500 words (i.e., approximately 14 pages), excluding bibliography, endnotes, and any illustrations. Use 12-point Times New Roman font and double-spacing. Upload your proposals to canvas as PDF files.

Professor Owens STRONGLY IMPLORES all students, both native English speakers and speakers for whom English is a Second or Third Language (ESL), enrolled in this seminar to use the services of the Emory Writing Center. It is a great place to bring any writing project at any stage in the composing process. As the Emory Writing Center explains: "Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are non-native speakers of English are welcome to visit either the Writing Center tutors or the ESL tutors. All other students in the college should see Writing Center tutors. Learn more and make an appointment by visiting the websites of the [ESL Program](#) and the [Writing Center](#). Please review tutoring policies before your visit."

6. Presentations of Topics of Research Grant Proposals (10%)

All students will present on the general topics of their research grant proposals at the end of the semester, using the PechaKucha 20x20 method. In other words, each presentation is required to include 20 slides (including opening/title slide) and each slide may appear for no more than 20 seconds, producing an approximately 7-minute presentation. Impossible! Right? [Wrong](#). More details about the presentations are available from our Canvas site. In the meantime, mark your calendars: Presentations will be on November 29th and December 4th. But **all presentations must be uploaded to Canvas by November 29th at 8:15am, allowing some degree of fairness for all students.**

Miscellaneous

1. **Electronic Devices.** Dividing your attention during classes by Googling, texting, tweeting, posting, watching videos, doing work for other courses, Pinteresting, or anything else on laptops, tablets, or telephones during class reduces engagement, especially active listening. Accordingly, **use of electronic devices for anything other than note-taking or instructor-directed web searches is prohibited during class sessions.** Breaking that prohibition will result in students losing the privilege of laptop and tablet use in the classroom.
2. **Absences.** Absences influence engagement, which influence final grades. Excused absences (e.g., death in the family, severe personal or familial illnesses, etc.) will not influence your grade. More than one unexcused absence will lower your final grade. For every two unexcused absences, your final overall grade will drop by one grade increment (e.g., with two unexcused absences an A reduces to an A-). Attendance will be taken for each class session.
3. **Final Grade.** Professor Owens follows the general grading standards of the Department of Political Science, effective August 31, 2006. What does this mean? The Department of Political Science adopted a policy to describe in general terms the level of student performance associated with grades in the department's courses. The standards for the department and this course, which Professor Owens will use, are available from the Canvas site for the course. Additionally, the grading scheme for the course is as follows:

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|----|----------|----------|
| A | 100 % | to 95.0% |
| A- | < 95.0 % | to 90.0% |
| B+ | < 90.0 % | to 87.0% |
| B | < 87.0 % | to 84.0% |
| B- | < 84.0 % | to 80.0% |
| C+ | < 80.0 % | to 77.0% |
| C | < 77.0 % | to 74.0% |
| C- | < 74.0 % | to 70.0% |
| D+ | < 70.0 % | to 67.0% |
| D | < 67.0 % | to 64.0% |
| D- | < 64.0 % | to 61.0% |
| F | < 61.0 % | to 0.0% |